

MONTANA BEHAVIORAL INITIATIVE

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MBI 2010

We are currently taking applications for additional schools interested in becoming MBI sites for the 2010-2011 school year. Each site must identify a team that is representative of the staff at their site (including an administrator). Site MBI Teams may apply to attend four days of MBI Team Training during the school year. These trainings will be held in the five CSPD regions in order to make them accessible for all those interested. The following dates have been scheduled for the team trainings.

2010-2011 Phase I (new schools) and Phase II (continuing) Trainings:

September 27 & 28	Fairmont	January 31 & February 1	Fairmont
October 4 & 5	Billings and Great Falls	February 7 & 8	Great Falls and Billings
October 11 & 12	Glendive and Missoula	February 14 & 15	Glendive and Missoula

Each site will also identify its MBI team site coach/es, who will receive additional professional development. Please see the Expectations of Commitment chart to assist with the selection of your site coach and for a more detailed explanation of expectations for MBI teams.

Site Coach(s) Training November 5, 2010 Bozeman

Participation in MBI Team Training offers the following opportunities:

- Staff development led by state, local and nationally recognized presenters
- Resource materials to supplement the training and to support implementation of the MBI process
- Time to network, problem solve, and share effective strategies with other MBI teams throughout the state
- Information on best practices to improve school climate and support student achievement
- An MBI State Consultant assigned to your site
- Recognition as an MBI Site

If you are interested in becoming a Phase I school, please review the following information, complete the attached application form, and return it to Susan Bailey-Anderson by [August 2, 2010](#)



2010 PHASE I TEAM TRAINING APPLICATION

TEAM COMMITMENT FORM

We, the MBI Team for _____, make a commitment to incorporate the essential components of the Montana Behavioral Initiative at our site. In so doing, we are making a good faith effort to exemplify the mission, principles, and goals of the Montana Behavioral Initiative, ensuring a positive environment in which the students of our community can grow and learn.

We have reviewed the attached MBI Belief Statements, the overview of MBI, the explanation of commitment, and the MBI team training participation requirements.

_____ Site Administrator/Principal	_____ Date	_____ MBI Team Member	_____ Date
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_____ MBI Team Member	_____ Date	_____ MBI Team Member	_____ Date
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_____ MBI Team Member	_____ Date	_____ MBI Team Member	_____ Date
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SITE CONTACT INFORMATION

ADMINISTRATOR RESPONSIBLE FOR MBI

Name: _____

Home Address: _____

School Address: _____

Telephone: (H) _____ (W) _____ Fax: _____

E-Mail: _____

School/Site Name: _____

School District/Special Education Cooperative: _____

Signature: _____

____ Principal
____ Superintendent
____ Special Ed. Administrator
____ Other

Please return this form by **August 2, 2010**

to

**Susan Bailey-Anderson, MBI Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Fax: (406) 444-3924**

**Notification of acceptance to the MBI team training
will be sent upon receipt of this application.
(Site contact information and commitment form)**

**One of the MBI Consultants will be contacting your
site to set up a time for the required MBI Overview
informational presentation at a site staff/faculty
meeting prior to team training.**

**Thank you for your interest and commitment. The
MBI is making a difference.**

When choosing MBI team members, sites should consider the following:

Effective implementation of the MBI process is best accomplished with teams that are representative of the entire site. Teams should minimally include a building administrator and both special and general education teachers, with grade level/departmental representation. Other suggested team members include counselors, school psychologists, social workers, school nurses, site-based mental health team members, para-professionals, support staff members and parents.

MBI TEAM TRAINING PARTICIPATION REQUIREMENTS



Each site must agree to do the following, based on the five Key MBI Indicators:

- **TEAMING**

- Form a **representative** team, including **administrative support, participation and leadership**
- Hold MBI team **meetings on a regular basis using effective operating procedures**
- Select **site coach/es**
- **Establish a common purpose and approach to discipline**

- **TRAINING**

- Hold a **site staff/faculty meeting prior to the beginning of team training**—at which an MBI Consultant will provide an **overview of the MBI process and philosophy**
- **Send a team (including an administrator) to regional team trainings**
- **Send site coach/es to additional professional development**
- **Attend MBI Summer Institute—June 2010 and/or 2011**

- **PROACTIVE SUPPORT STRATEGIES**

- **Implement** best practices and school-wide positive behavior support strategies using the **MBI Blueprint**
 - **Clear set of positive expectations and behaviors**
 - **Procedures for teaching expected behavior**
 - **Continuum of procedures for encouraging expected behavior**
 - **Continuum of procedures for discouraging inappropriate behavior**

- **EVALUATION**

- Establish a **data collection system** and use a **data-based, decision-making/problem-solving model** to determine site **goals** and to **evaluate their effectiveness**
- Participate in the Safe Schools Assessment and Resource Bank (**SSARB**) and the School-wide Evaluation Tool (**SET**)
- Monitor progress using the MBI Team Implementation Checklist (**TIC**), Self- Assessment Survey (**SAS**) and/or the **MBI Blueprint**

- **COMMUNITY**

- Promote **community awareness** of MBI activities at your site



EXPLANATION OF MBI COMMITMENT

	PRACTICES	SYSTEMS	DATA
MBI SITE TEAMS <ul style="list-style-type: none"> • Represent entire staff • Include administrative support, participation and leadership • Commit to MBI process and philosophy 	<ul style="list-style-type: none"> • Implement MBI process and philosophy: <ul style="list-style-type: none"> ✓ 3-5 school-wide expectations ✓ Teaching matrix ✓ Formal lesson plans ✓ Expectations taught, practiced and reviewed ✓ System of recognition ✓ System of consequences 	<ul style="list-style-type: none"> • Establish MBI Team with effective regular meetings • Develop familiarity with MBI process • Establish MBI as a priority for goal-setting • Develop support from at least 80% of staff 	<ul style="list-style-type: none"> • Establish procedures for ongoing monitoring • Participate in SAS/MBI Blueprint, TIC, SSARB, SET • Maintain data collection systems • Use a data-based decision-making/ problem-solving model
MBI SITE COACHES <ul style="list-style-type: none"> • Attend site coach training • Lead/encourage site team throughout the effective implementation of the MBI process • Have dedicated time to perform the role 	<ul style="list-style-type: none"> • Become fluent with knowledge and use of essential features of MBI practices and philosophy • Build an awareness of model site examples • Gain skills to conduct effective meetings 	<ul style="list-style-type: none"> • Facilitate site team meetings • Communicate within site • Delegate roles and responsibilities to other team members • Link with MBI consultants 	<ul style="list-style-type: none"> • Assume responsibility for data-collection tools (MBI Blueprint/SAS, TIC...) • Assume responsibility for organization/presentation of data at site
MBI CONSULTANTS <ul style="list-style-type: none"> • Train site teams and coaches in MBI process and philosophy • Work with multiple sites/teams • Serve on MBI Council • Link with MBI State Director 	<ul style="list-style-type: none"> • Present effective professional development/training in MBI process and philosophy • Make at least two site visits • Maintain contact with the site coach and/or administrator 	<ul style="list-style-type: none"> • Link between training and MBI site teams • Offer “resource book” of expertise and materials • Provide technical assistance, support and encouragement • Assist with problem solving 	<ul style="list-style-type: none"> • Coordinate MBI site assessments (TIC, SAS/Blueprint Survey, SSARB) • Conduct SET • Link MBI site needs (data-based) to professional development

MBI BELIEF STATEMENTS



- ✓ All students should be taught all the skills necessary for success: academic, social, emotional, and behavioral.
- ✓ Schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills.
- ✓ A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- ✓ Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- ✓ Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- ✓ All students are entitled to be treated with dignity and respect.
- ✓ Successful schools gather and use a variety of information to improve teaching and learning.
- ✓ Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- ✓ Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment, hatred and violence—filled with a concern for justice and fairness.

AN OVERVIEW OF THE MONTANA BEHAVIORAL INITIATIVE

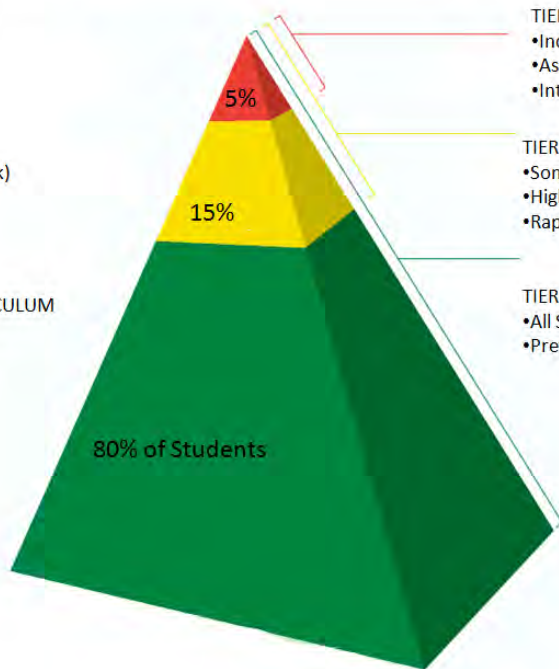
The Montana Behavioral Initiative (MBI) is a comprehensive staff development venture that improves the capacities of schools and communities to meet the diverse and increasingly complex social, emotional and behavioral needs of students. The MBI assists educators and other community members in developing the attitudes, skills, and systems necessary to ensure that each student leaves public education and enters the community with social competence appropriate to the individual regardless of ability or disability.

ACADEMIC SYSTEMS

TIER THREE
 •Individual Students
 •Assessment-Based
 •High Intensity

TIER TWO
 •Some Students (At-Risk)
 •High Efficiency
 •Rapid Response

TIER ONE—CORE CURRICULUM
 •All Students
 •Preventive, Proactive



BEHAVIORAL SYSTEMS

TIER THREE
 •Individual Students
 •Assessment-Based
 •Intense, Durable Procedures

TIER TWO
 •Some Students (At-Risk)
 •High Efficiency
 •Rapid Response

TIER ONE--UNIVERSALS
 •All Settings, All Students
 •Preventive, Proactive

The MBI provides a systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. The school-wide Positive Behavior Supports and Interventions (PBIS) methods are research-based and supported by a three-tiered model, which represents the behavioral component of Response to Intervention (RTI).

When the MBI system is in place:

- Staff are more consistent in their expectations and actions.
- Students understand and are more likely to follow rules and expectations.
- A more positive relationship exists between and among staff and students.
- The focus is on learning.

SOCIAL COMPETENCE AND ACADEMIC ACHIEVEMENT

When schools employ effective practices, systems, and data-based decision making—consistently and with fidelity—desired outcomes are achievable across all three tiers.

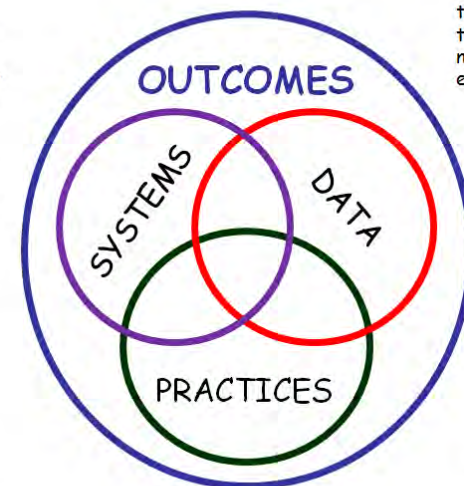
Providing predictability, stability, clear limits, consistency, and routine helps create safe learning environments. The MBI methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

OUTCOMES: The academic, social and behavioral targets that are endorsed and emphasized by students, families and educators

DATA: The information that is used to identify the current status, the need for change and the effects of interventions

Supporting Staff Behavior

Supporting Decision Making



SYSTEMS: The supports that are needed to enable accurate and durable implementation of the practices of SW-PBS by all staff

PRACTICES: The evidence-based interventions and strategies that are taught and that structure the way staff members interact with students

Supporting Student Behavior